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ABSTRACT

The slide presentation depicts movement activities through which children can perceive and form concepts, thus building cognitive skills in certain areas. The presentation is based on the fact that children interact with their environments through all their senses and benefit from perceiving through their kinesthetic senses. The areas presented include: (1) recognizing colors; (2) recognizing shapes; (3) listening discriminately and following directions; (4) recognizing likenesses and differences; (5) learning the alphabet; (6) phonics--sound alikes and rhymes; (7) number readiness; (8) serial memory and sequence activities; and (9) vocabulary developments. Specific activities are outlined for each area to help the student better understand the lesson. Line drawings serve as illustrations for these activities. (SK)

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PERCEPTUAL MOTOR ACTIVITIES FOR SPECIFIC COGNITIVE GOALS
(Slide Presentation)

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We know that children interact with their environments through all their senses. We also know that children benefit from perceiving through their kinesthetic senses. This series of slides depict movement activities through which children can perceive and form concepts, thus building cognitive skills in areas such as recognition of colors, recognition of shapes, listening discriminately and following directions, recognition of likenesses and differences, learning the alphabet, recognition of phonetic sounds, progressive counting, recognition of numerals and their values, determining sequence and serial memory development, and, vocabulary development.

Recognizing Colors

1. Color Sheet Activities

   Materials: Large sheet made from various colors of durable paper, oil cloth, etc., and color cards.

   Tasks: Ask the child to perform a given task on a specific color space. He may be given a visual cue in the form of a small colored card. Later, a verbal cue is sufficient. Example: "Can you put three body parts in the green space?"

2. Color Game

   Form a circle, each child holding a color card. When a color name is called, all the children holding that color card leave their spaces and run around the circle, attempting to reach their respective home spaces first.

3. Rhythmical Color Activity

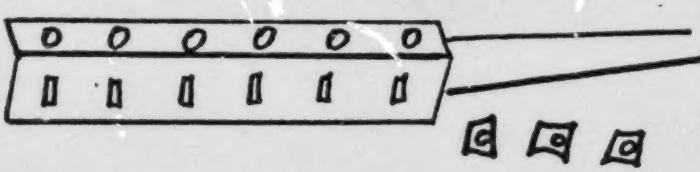
   Learning Basic Skills Through Music, sung by Hap Palmer, Educational Activities, Inc.

4. Sorting Objects By Color

   Challenge the children to sort all types of objects found in their classroom by color.

5. Sorting Box

   The sorting box is a toy similiar to the diagram below:



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The child attempts to match the colors by placing the squares in the corresponding slot. The top of the box lifts, so the squares can be easily removed.

6. Drawing or Coloring Specific Figures with Specific Colors

   Provide each child with paper and several crayons or magic markers. Challeng the children to draw figures with a specific color which they must choose from all their crayons or magic markers.

7. Color Relay

   Materials: Color sheet, small one-color cards

   Procedure: Place color sheet in front of each relay line. On "go" the first child runs forward and selects a color card to match a space on his team's color sheet, returns, places it on the appropriate space. The relay proceeds until all children have run the relay or until all the color spaces are covered with the color cards.

8. Matching colors by putting colored buttons in an apple crate liner or egg carton. Each compartment is painted a different color.

9.. Matching Colored Pictures or Figures

   Ask the children to draw lines from one colored picture or figure on the left side of the page to the same color picture or figure on the right.

Recognizing Shapes

1. Movement Exploration Activities

   a. Many interesting challenges can be given to children, such as, "Can you use your body to make this shape?" (Hold up a visual cue.)

   b. Partner activities--making shapes with the cooperation of a partner.

2. Making Shapes With Ropes

   A manipulative activity using short jump ropes adds variety to the skill practice.

3. Making Shapes With Yarn

   Requiring the child to use a little finer degree of coordination is accomplished when he is required to make various shapes with yarn.

4. Making Shapes With Clay

   Manipulating clay to match shapes printed on the paper develops fine muscle coordination in addition to gaining practice in the recognition of shapes.

example of shape page

5. Drawing Shapes on Paper With Crayons

   a. Challenge the children to duplicate shapes shown them.

   b. A skill requiring more abstract thinking is provided by challenging the children to draw specific shaped by giving them verbal cues only.

6. Shape Sheet Activities

   Materials: A large sheet of durable paper, oil cloth with large shapes painted or glued on it.

   Tasks:

   a. Ask the child to perform a specific motor task on a specific shape while giving him a visual cue, later,

   b. ...by giving him verbal cues, only.

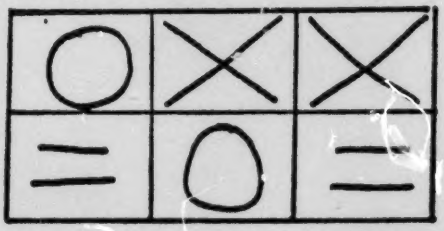
   c. Hold visual sequence cards, made by placing a sequence of shapes on an index card, so the child can "read" the sequence as he moves from one shape to another corresponding with the sequence card. (Always encourage reading the card from left to right, top to bottom.)

   d. The same activity can be done by giving him the sequence verbally, thus reinforcing the listening and memory processes

7. Manipulating "Pattern" Blocks

   Materials: With masking tape or paint, place figures and shapes on each side of boxes or large blocks.

   Task: Duplicate the pattern shown on a sheet of paper held by another student by placing the blocks in their proper relationship with each other.



example of a pattern sheet

8. Shape Ball

The Shapo Ball produced by Tupperware is an ideal toy for young children to use in learning to match shapes. Unlike a two dimensional surface puzzle, al all the possibilities remain open, even after the child has placed the object through their corresponding spaces.

9. Duplicating Patterns

Provide the child with a pattern and challenge his to duplicate the pattern b drawing it with a magic marker on his paper.

Listening Discriminately and Following Directions

1. Movement Exploration Activities

   The movement exploration approach is an excellent teaching method to provide practice in learning listening skills and developing self-control needed to follow directions.

   a. Verbal movement challenges requiring no equipment, such as locomotor and balance type challenges.

   b. Movement challenges requiring manipulating various objects, such as balls, wands, etc.

2. Rhythmical Activities

   a. Listening to a drum beat--duplicating the sound pattern with clapping hands.

   b. Use the "Coordination Skills" record, produced by Educational Activities, Inc.

   c. Use "Dance A Stores" for developing listening skills and enhancing creative movement.

Recognizing Likenesses and Differences

1. Movement Exploration Activities

   Choose a child to pose. Challenge the class to pose like him; different from him.

2. Rhythmical Activities

   One excellent record of several available to teachers is Ambrose Brazelton"s "And the Beat Goes On." The rhythm, "Mirrors", is especially appropriate for reinforcing the concept of "alike".

3. Picture Cards

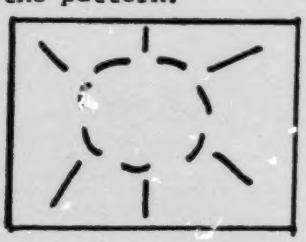
   Picture cards can be made by drawing stick figures on large cards. Show each card to the class; challenge the class to move like the figure, different...

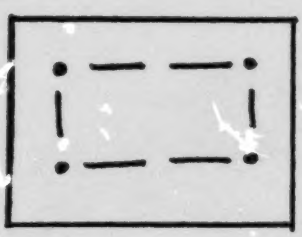
   The figures can be shown crawling, jumping, running, balancing on one foot, etc.

4. Duplicating Patterns Using Dried Beans, Macaroni, Toothpicks

   Provide each child with a pattern card and the necessary objects needed to duplicate the pattern.

   Examples:





Learning the Alphabet

1. Alphabet Hopscotch

   Materials: Large sheet with letters of the alphabet printed in random order on it and visual alphabet cue cards.

   Task: The child is challenged to hop or jump onto the letter corresponding to the alphabet card being held by another student or the teacher. The child should be encouraged to name the letter as he hops on it.

2. Alphabet Soup Game

   Each child except one has an alphabet card with one letter printed on it. "It", who has no card, stands up and calls out two letters. All children holding the letter called must exchange seats. While doing so, "It" attempts to get a seat. The new "It" gives his card to the old "It" and the game proceeds in this way until "Alphabet Soup" is called and everyone must leave their place and find a new seat.

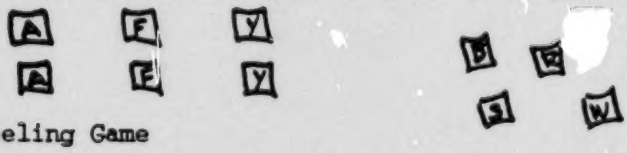
3. Manipulating Ropes and Yarn into Letter Shapes

4. Footprints in the Sandbox

   Making footprints in the sand is very meaningful when they form letter shapes Visual cues can be given and, later, verbal cues only.

5. Matching Letters

   The child is challenged to match as many individual alphabet cards as possible.

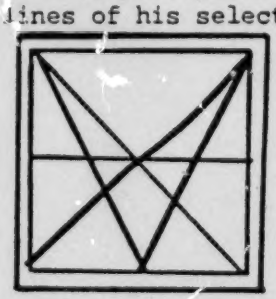


6. Feeling Game

   The child is blindfolded and challenged to guess the letter he is feeling. The letter shape is cut from sandpaper or heavily textured cloth.

7. Configuration Board

   Selecting letter forms out of a background of several configurations requires a great deal of perception. The child's choice is confirmed by his walking on the lines of his selected letter shape.



8. Configuration Sheet

The same idea expressed in #7 can be brought down to a finer skill by drawing the configurations on a regular size page of paper. The child is challenged to use a different color crayon to outline each letter he sees in in the configuration.

Phonics--Sound Alikes and Rhymes

1. Many traditional activities such as jump rope rhymes and game rhymes have been overlooked as possible ways to teach phonics.

2. Movement Exploration "Brain Storming" Sessions

The teacher gives a word to be acted out, such as "sit". Then the children are to think of words which sound like "sit", such as "hit", "bit", "pit", etc., and act each word out as it is suggested by the class.

3. Hand Clapping Rhythms and Rhymes

Children form a small circle close enough so they can clap their neighbors hands. As few as two and as many as five or six can participate. The hand positions are as follows:

1st clap--left palm up, right palm down
2nd clap--left palm down, right palm up
3rd clap--both hands positioned with fingers extended upward
4th clap--clap own hands

Suggested Rhymes:

Miss Lucy

Miss Lucy had a baby,
His name was Tommy Tim,
She put him in the bath tub
to see if he could swim.

He drank up all the water,
He ate up all the soap,
He tried to eat the bathtub,
but it wouldn't go down his throat.

Miss Lucy called the doctor,
The doctor called the nurse,
The nurse called the lady with
the alligator purse.

Mr. Bullfrog

I love coffee, I love tea,
I love the boys and the boys love me.
"Good Morning, Mr. Bullfrog, It looks like
rain to day.
The creeks are muddy and the ponds are dry.
If it wasn't for the pretty girls, the boys would die!"

(Rhymes contributed by second graders, Marvin Pittman Laboratory School, Georgia Southern College.)

Number Readiness

1. Movement Challenges

Children can be encouraged to perform a specific movement a specific number of times, reinforcing the one to one concept.

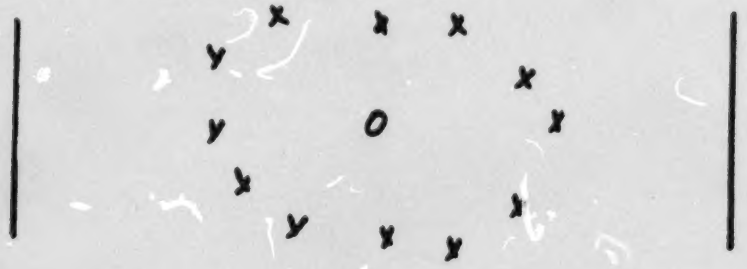
Examples: "Throw the ball at the target three times", or "Take five steps up the ladder."

2. Kerplunk Game

Provide a large can and beans, buttons, or blocks for each child. Challenge the children to stand by the can and drop a specific number of beans in the can, counting each one as it goes into the can.

3. Ringmaster Game

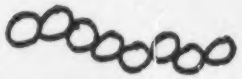
Children stand in circle formation with the Ringmaster in the center. The teacher whispers a number to the Ringmaster. On signal, the children march around the circle, counting each step. When they reach the number the Ringmaster begins to chase the children. They may run to a "safe" line desinated on two sides of the circle.



4. Modified Jack Stones

The one to one concept can be reinforced by playing Jack Stones. Using old tennis balls and peg board hooks to replace the traditional ball and jack stones makes this a less complicated hand-eye coordination activity.

5. Progressive Counting Movement Activities

a. Count each hoop as you jump into it. 

b. Count the wands as you leap over each one.

6. Number Dot Patterns

Perform a motor task (bounce balls, touch your toes, jump the rope, e.g.) the number of times corresponding to the dots in the pattern painted on the hard surface.

7. Table Activity

Counting various objects found in the class room.

8. Clap, Clap Game

One child claps his hands. The class siletly counts each clap. When the clapping stops the class tells how many claps they heard.

9. "Pass the Beans" Game

A small group of children are seated around a container of dried beans. One child is asked to silently count out a specific number of beans and pass them to another child. That child then counts the beans aloud to see if the first child counted correctly.

10. Bead Strings

Bead strings are made by placing beads on strong strings and tying firm knots in each end. It ahs been suggested that strings containing five beads, longe strings containing ten beads, and ultimately, longer strings containing twenty or more be provided as the children learn to count higher and higher.

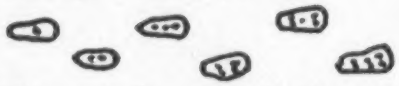
Two children can hold the string while one moves the beads from the left to the right counting each one as it is moved from one end of the string to the other.

11. Picking Up Sunflower Seeds

Materials: 1 container of sunflower seeds, a clothespin, and small container for each child.

Task: The children are challenged to pick up the sunflower seed with the clothespin, place it in their small container, counting each one.

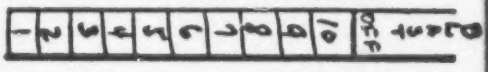
12. Counting "Footsteps"



Children walk on each footstep, counting as they walk.

13. Number Rocket

The children jump from one numbered space to the next and when they reach 10, they "blast off" with a long jump. Encourage them to count as they jump, associating the number name with the number symbol.



14. Moving on Number Symbols

Paint large number symbols on the hard surface. Encourage the children to perform a certain task on the number symbol, repeating the task the number of times corresponding to the symbol.

15. Numbered Obstacle Circuit Course

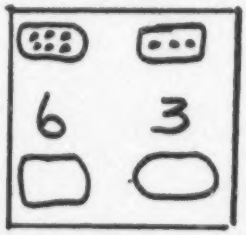
Beside each obstacle place anumber placard. Encourage the children to perform each task the number of times on the placard.

Examples: Place a "1" by the climbing pole, a "5" by the tumbling mat, etc.

16. Table Activities

a. Hammer and Tacks

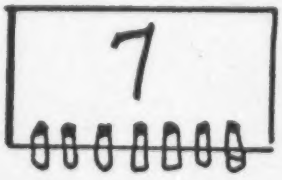
Provide each child with a board, small hammer, and a container of plastic covered tacks. Challenge the children to hammer the number of tacks needed to correspond with the dot pattern and the number symbol in the space provided.



b. Clothespins Cards

Materials; Cards can be made form poster board; clothespins.

Task: Fasten the number of clothespins on the board to correspond t the number symbol of the card.



c. "Going Fishing"

Materials: Pond outlined with a long rope, cardboard "fish" with number symbol written on each one (attach a paper clip to the mouth of the fish), a fishing pole with a small magnet as as the "hook" on the end of the line and a container for "caught" fish.

Task; Catch the fish in the pond and as each fish is put in your container, say the number written on the fish you have caught

d. Match Box Activity

Materials: Small match boxes covered with solid colored contact paper. Each box should have a different numeral written on it; buttons.

Task: Place the number of buttons in each box corresponding to the number symbol written on it.

e. "Putting Apples On The Apple Tree"

Materials: Apple trees made from green and brown construction paper with a written on each tree trunk; apples made from red construction paper.

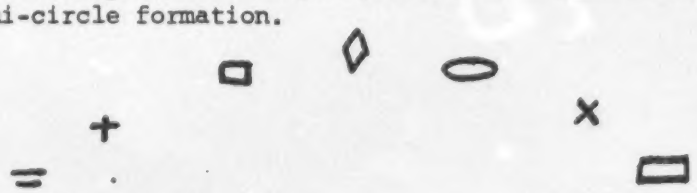
Task: Place the number of apples on the tree corresponding to the numeral on the tree trunk.

Serial Memory and Sequence Activities

1. "Taking Trips"

Materials: Various figures and shapes painted on a hard surface in a semi-circle formation.

Example:



Task: The child takes a "trip" visiting as many "stops" as he desires. Then he attempts to take the same journey in the same order or sequence.

Variations: a. One child observes another child taking a trip, then he attempts to take the same journey.

b. One student performs various motor tasks on several of the figures. The second child attempts to remember the motor tasks and the figures in the order in which they were performed.

2. Memory Game

Materials: None

Task: One child leaves his seat, touches one object in the classroom. A second child touches the object touched by the first child and then touches another object. Proceed in this manner until it is impossible for the children to remember the sequential order the objects were touched in.

3. Paper and Crayon Activity

Materials: Sequence card made by drawing various shapes, numbers, or letters on a 3x5 card, paper and crayon.

Task: Show the child the sequence card briefly. Ask him to "write" what he saw.

Variation: Give the sequence verbally. Ask the child to "write" what he heard.

Vocabulary Development

1. Movement Exploration Tasks

Act out such words such as:
big--little
wide--narrow
straight--curved
heavy--light

Use climbing equipment and other types of equipment such as hoops and ropes to experiment with such words as:
on--off
over--under
through
inside--outside

It must be emphasized that children will not automatically come to know the meaning of all the word concepts without verbal direction and constant verbal reinforcement and supervision on the part of the teacher.

2. Comparing Objects in the Classroom

Many objects found in the classroom can be used to compare sizes.

Task: Place the blocks on the table from the biggest to the smallest.

3. Flannel Board Activity

Placing various sized pictures on the flannel board in various orders according to size.

4. Cut Ups

Materials: Newspaper and scissors for each child.

Task: "Cut a long piece from you paper."
"Cut a longer piece...".

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